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| **First Six Weeks**  **August 29 - October 10** | **Essential Standards:**  **5.H.1 Analyze the chronology of key events in the United States (just doing Pre-Colonial through before Revolutionary War).**   * 5.H.1.1 Evaluate the relationship between European explorers (French, Spanish, and English) and American Indian groups, based on accuracy of historical information (beliefs, fears, and leadership). * 5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.   **5.H.2 Understand the role of prominent figures in shaping the United States.**   * 5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction. (just doing Pre-Colonial through before Revolutionary War).   **5.G.1 Understand how human activity has and continues to shape the United States.**   * 5.G.1.1 Explain the importance of the physical environment on early settlements in the New World. | **Essential Questions:**   * How has the world changed and how might it change in the future? * How am I connected to those in the past? * What are the roles and responsibilities of government? * How do citizens influence government policy? * How did European colonialism affect the American Indians who resided in this land? * What events led to the development of patriot beliefs? |
| **Important dates/events:**  1587 Roanoke colony founded  1607 Jamestown colony founded  1619 Slavery introduced to Virginia  1620 Mayflower Compact  1692 Salem Witch Trials  1752 Benjamin Franklin kite experiment  1754 French & Indian War  1764 Sugar Act, Currency At  1765 Stamp Act, Quartering Act  1770 Boston Massacre  1773 Tea Act, Boston Tea Party  1774 Intolerable Acts (Boston Port Act, Quebec Act, Administration of Justice Act,  Massachusetts Government Act, Quartering Act)  1774 First Continental Congress  1775 Second Continental Congress |
| **Skills:**   * How European explorers and American Indian groups interacted with each other. * How European explorers and American Indian groups perceived each other. * How the physical environment impacted settlement patterns and daily life in the New World. * Physical environment includes climate, landforms, soils, hydrology, vegetation, and animal life. * Types of geographic limitations posed in various regions of the United States * Regions are the basic unit of study in geography. * Regions can be formal or informal. * A region is defined by unifying characteristics (e.g., physical, human, economic). * Where ideas about self-government originated. * Key American Indian groups before and after European exploration. * Aspects of culture and everyday life among American Indian groups. | |
| **Performance Tasks:**  .  **Classroom Constitution -** Create a Classroom Constitution. Each student will create his/her own draft of a governing document for the class. Be sure to tailor your document to the US Constitution. The nation’s Constitution has elements that represent its ideals. This document should represent what the class stands for. It should also include rights, responsibilities and privileges of students and teachers. After each student has completed his/her own draft, they will participate in a peer review to identify components to be included in the final document. The final task will be to reach consensus on the Class Constitution.  **Colonial Movement -** Assign students to groups of 4 or 5. Each group will be responsible for acting out the decision making process for a move. Each group will have a different scenario. For example, a poor worker in Europe trying to decide if he should relocate to the colonies or an American Indian family who is being pushed off their land by Europeans. The skit should be historically accurate and include pros and cons for the move. | |

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| **Second Six Weeks**  **October 11 - November 22** | **Essential Standards:**  **5.H.1 Analyze the chronology of key events in the United States.** (1776 through 1860)   * 5.H.1.3 Analyze the impact of major conflicts, battles, and ware on the development of our nation through Reconstruction. (Revolutionary War)   **5.H.2 Understand the role of prominent figures in shaping the United States.**   * 5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country. * 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy. * 5H.2.3 Compare the hanging roles of women and minorities on American society from the pre-Colonial era through Reconstruction.   **5.C&G.1 Understand the development, structure and function of government in the United States.**   * 5.C&G.1.1 Explain how ideas of various governments influenced the development of the United States government (Roman, Greek, Iroquois, and British). * 5.C&G.1.2 Summarize the organizational structures and powers of the United States government (legislative, judicial and executive branches of government). * 5.C&G.1.3 Analyze historical documents that shaped the foundation of the United States government.   **5.G.1 Understand how human activity has and continues to shape the United States.**   * 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present. | **Essential Questions:**   * What are the roles and responsibilities of government? * How do citizens influence government policy? * How does the legacy of earlier groups and individuals influence subsequent generations? * How do human interactions with the physical environment influence the region? * How did key historical figures exemplify values and principles of American democracy? |
| **Important events/dates:**  1776 2nd Continental Congress, Declaration of Independence, Revolutionary War began  1777 Articles of Confederation, Valley Forge, various battles of RW, Constitution  1783 Treaty of Paris  1791 Bill of Rights ratified  1793 Fugitive Slave Law, yellow fever in Philadelphia  1803 Louisiana Purchase  1804 Lewis & Clarke, Sacajawea, Burr-Hamilton duel  1808 Slave traded ended  1812 War of 1812  1814 Burning of Washington, Treaty of Ghent  1820 Missouri Compromise  1823 Monroe Doctrine  1830 Oregon Trail  1835 Texas Revolution  1838 Trail of Tears  1846 Mexican-American War  1848 Treaty of Guadalupe-Hidalgo  1849 California Gold Rush  1857 Dred Scott decision, Utah War  1860 Lincoln elected  Various presidential elections, various states to statehood, panics and compromises |

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|  | **Skills:**   * How citizens influence government policy. * How ideas about self-government in other parts of the world influenced the development of the United States. * Organizational structures of the branches of the United States government. * Powers of the United States government * Key founding documents (e.g., Declaration of Independence, Articles of Confederation, Federalist and Anti-Federalist   Papers, the United States Constitution and various state Constitutions) and their influence on the United States government.   * How the Articles of Confederation provided a working transition of government to the United States Constitution. * How *The Federalist Papers* argued for ratification of the United States Constitution. * How *The Anti-Federalist Papers* argued for a national Bill of Rights. * How democratic values and principles are evident the founding documents of the United States. * How values and principles from other democracies (for example ancient Greece and Rome) influenced the formation of the United States government * Where and why the concept of the “common good” is reflected in the United States Constitution. * How governments are created, structured, maintained and changed. |
| **Transfer Skills:**  The students will be able to independently use their learning to contribute to society by understanding the US government and make informed decisions as citizens.  The students will be able to independently use their learning to analyze the US Constitution and apply it to their daily lives.  The students will be able to analyze how key historical figures exemplified values and principles of American democracy.  <http://www.learnnc.org/lp/pages/4943> (lessons, slavery) |

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| **Third Six Weeks**  **November 23 - January 19** | **Essential Standards:**  5.G.1.2  **5.H.1 Analyze the chronology of key events in the United States** (just doing Civil War through Reconstruction).   * 5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies.   **5.H.2 Understand the role of prominent figures in shaping the United States.**   * 5.H.2.1 Summarize the contribution of the “Founding Fathers” to the development of our country. * 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy. * 5.H.2.3 Compare the changing roles of women and minorities on American society from the Pre-Colonial era through Reconstruction. (just doing Pre-Colonial through before Revolutionary War).   **5.G.1 Understand how human activity has and continues to shape the United States.**   * 5.G.1.2 Explain the positive and negative effects of human activity on the physical environment of the United States, past and present. | **Essential Questions:**   * How does the legacy of earlier groups and individuals influence subsequent generations? * How do human interactions with the physical environment influence the region? * What are the roles and responsibilities of a citizen? * How have civilizations evolved? * Why should we study other cultures? * Why do people move? |
| **Important events/dates:**  1860 SC seceded from US  1861 11 other states seceded, Confederate States of America founded, Civil War began, 1st  Battle of Bull Run  1862 2nd Battle of Bull Run, Battle of Antietam  1863 Battle of Gettysburg, Emancipation Proclamation  1864 Sherman’s March to the Sea  1865 Richmond captured by Union army, Lee surrendered, Civil War ended, Lincoln  assassinated, 13th Amendment  1866 KKK founded  1867 Alaska purchase  1869 1st Transcontinental Railroad finished, National Women’s Suffrage Association found  1871 Great Chicago Fire  1876 Battle of Little Bighorn, Bell invented telephone  1877 Reconstruction ended |
| **Skills:**  Examples of borrowing and sharing of traditions and culture.  Physical environment includes climate, landforms, soils, hydrology, vegetation, and animal life.  Types of geographic limitations posed in various regions of the United States  Regions are the basic unit of study in geography.  Regions can be formal or informal.  A region is defined by unifying characteristics (e.g., physical, human, economic).  Civic participation allows individuals the opportunity to be directly involved in the political process by staying informed about political issues, communicating with elected officials, and voting.  Key examples of citizen participation in the United States through Reconstruction. | |
| **Performance Tasks:**  **Civil War Newspaper Article:** [**https://www.georgiastandards.org/\_layouts/GeorgiaStandards/UnitBuilder/DWPublicPreview.aspx?WID=91&obj=131923&PageLayout=3&mode=1**](https://www.georgiastandards.org/_layouts/GeorgiaStandards/UnitBuilder/DWPublicPreview.aspx?WID=91&obj=131923&PageLayout=3&mode=1)  **Civil War Tribune:**  [**http://www.livebinders.com/play/play?id=477546**](http://www.livebinders.com/play/play?id=477546)  **A Civil War Mystery:** (go to the Civil War Mystery page)  [**http://www.livebinders.com/play/play?id=477546**](http://www.livebinders.com/play/play?id=477546) | |

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| **Fourth Six Weeks**  **January 20 - March 7** | **Essential Standards:**  **5.H.1 Analyze the chronology of key events in the United States. (**standards call for American history through Reconstruction but suggest post-Reconstruction through 1929 this marking period to provide an overarching framework to focus on technological development, Civil Rights Movement, and immigration/movement of cultural groups)  **5.G.1 Understand how human activity has and continues to shape the United States.**   * 5.G.1.4 Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came.   **5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.**   * 5.C.1.1 Analyze the change in leadership, cultures and everyday life of American Indian groups before and after European exploration. * 5.C.1.2 Exemplify how the interactions of various groups have resulted in borrowing and sharing of traditions and technology. * 5.C.1.4 Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups. | **Essential Questions:**   * How does human activity shape the United States? * What causes people to migrate? * How did the movement of various cultural groups influence the regions of the United States? |
| **Important events/dates:**  1877 Nez Pierce War  1879 Edison, lightbulb  1881 Red Cross & Tuskegee Institute founded  1890 Wounded Knee Massacre  1896 Plessy v. Ferguson, “Gold in Them Thar Hills!” gold found in Yukon  1898 Spanish-American War & Treat of Paris  1903 Wright Brothers fist flight  1908 Model T  1912 Titanic sank |
| **Skills:**  Various examples of migration and immigration.  People move for various reasons. Sometimes they are moving to get away from something (push factors) and other times, they are moving toward something (pull factors).  Push factors related to migration and immigration to the United States. | |
| **Performance Tasks:**  **Interactive Tour of Ellis Island:**  [**http://teacher.scholastic.com/activities/immigration/tour/**](http://teacher.scholastic.com/activities/immigration/tour/)  **Coming to America:**  [**http://creechroades.wcpss.net/5th\_links/Immigration.htm**](http://creechroades.wcpss.net/5th_links/Immigration.htm) | |

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| **Fifth Six Weeks**  **March 8 - April 27** | **Essential Standards:**  **5.H.1 Analyze the chronology of key events in the United States.** (standards call for American history through Reconstruction but suggest 1929-1969 this marking period to provide an overarching framework to focus on economy of US)  **5.H.2 Understand the role of prominent figures in shaping the United States.**   * 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.   **5.E.1 Understand how a market economy impacts life in the United States.**   * 5.E.1.1 Summarize the role of international trade between the United States and other countries through Reconstruction. * 5.E.1.2 Explain the impact of production, specialization, technology and division of labor on the economic growth of the United States.   **5.E.2 Understand that personal choices result in benefits or consequences.**   * 5.E.2.1 Explain the importance of developing a basic budget for spending and saving. * 5.E.2.2 Evaluate the costs and benefits of spending, borrowing and saving. | **Essential Questions:**   * How does international trading affect the economy? * How does technological change influence people's lives? * What impact does scarcity have on the production, distribution, and consumption of goods and services? * How do financial resources influence spending, borrowing and saving? |
| **Important events/dates:**  1929 Wall Street crash  1933 New Deal  1934 Dust Bowl  1935 Works Progress Administration (WPA – dams, roads, buildings, works of art, bridges, subways, etc.)  1941 Entered World War II  1942 Japanese-American internment, Manhattan Project  1945 end of WWII |
| **Skills:**   * The role of supply and demand in a market economy. * How and why the United States developed trading partners. * Economics issues that were a source of conflict and how those issues impacted the development of the United States * Major imports and exports in the United States. * The role of mercantilism in America. * A basic budget is a plan for how future income will be used. * A basic budget includes plans for both spending and saving. * Key terms such as production, specialization, division of labor, economic growth. | |
| **Performance Tasks:**  **Economic Simulation -** Students will participate in an economic simulation. Each student will be given an index card that describes his/her living situation (married/single, kids/no kids, job/no job, car /no car). Next, students will randomly draw a card with their monthly salary. With their salary and living situation, they will need to use the local newspaper to find transportation, housing, and childcare (if applicable) that fits within their budget. As a culminating activity, students will complete the online *Reality Check* to see how much money would be required for the lifestyle they desire.  <http://www.jumpstart.org/reality-check.html> | |

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| **Sixth Six Weeks**  **April 28 - June 9** | **Essential Standards:**  **5.H.1 Analyze the chronology of key events in the United States. (**standards call for American history through Reconstruction but suggest 1946-1969 this marking period to provide an overarching framework to focus on technological development, Civil Rights Movement, and civic participation)  **5.H.2 Understand the role of prominent figures in shaping the United States.**   * 5.H.2.2 Explain how key historical figures have exemplified values and principles of American democracy.   **5.G.1 Understand how human activity has and continues to shape the United States.**   * 5.G.1.3 Exemplify how technological advances (communication, transportation and agriculture) have allowed people to overcome geographic limitations.   **5.C&G.2 Analyze life in a democratic republic through rights and responsibilities of citizens.**   * 5.C&G.2.1 Understand the values and principles of a democratic republic. * 5.C&G.2.2 Analyze the rights and responsibilities of United States citizens in relation to the concept of "common good" according to the United States Constitution (Bill of Rights). * 5.C&G.2.3 Exemplify ways in which the rights, responsibilities and privileges of citizens are protected under the United States Constitution. * 5.C&G.2.4 Explain why civic participation is important in the United States.   **5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.**   * 5.C.1.3 Explain how the movements of goods, ideas, and various cultural groups influenced the development of regions in the United States. | **Essential Questions:**   * How does what happened in the past impact our present and future? * How does where I live influence how I live? * What impact can technological advances have on geographic limitations? * What are the roles and responsibilities of a citizen? * How does conflict impact life? * Why is it important to consider the “common good” when making decisions? * What can governments learn from each other? * How does technological change influence people's lives? |
| **Important events/dates:**  1947 Jackie Robinson, Brooklyn Dodgers  1949 NATO founded  1954 Brown v. Board of Education  1955 Salk polio vaccine  1956 Highway Act  Korean War, Vietnam War  Civil Rights, culture, Space Race, transportation developments, medical development  Assassinations of Kennedy, King, etc. |

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|  | **Skills:**   * Social issues that were a source of conflict and how those issues impacted the development of the United States. * Historical examples of positive and negative effects of human activity on the United States. * Examples of technological advances in America (communication, transportation, architectural, aeronautical) and how they allowed people to overcome geographic limitations * Civic participation allows individuals the opportunity to be directly involved in the political process by staying informed about political issues, communicating with elected officials, and voting. * Responsibilities of citizens under the United States Constitution as they relate to the concept of the “common good.” * Responsibilities of United States citizens include, but are not limited to: participating in the democratic process, serving on a jury, obeying the laws, supporting and defending the Constitution, and when required, serving the country. * Rights and privileges of United States citizens include, but are not limited to: voting and running for office. * Key examples of citizen participation in the United States |
| **Performance Tasks**  **Greatest Event in History -** Scenario: Imagine that you work for the History Channel and you are responsible for coming up with ideas for an upcoming TV special titled, *The Greatest Event in the History of the United States*. Each member of the committee (your class) will be responsible for coming up with an event and then presenting it for approval. Your one minute presentation can include visuals (posters, digital images, etc) and should make a strong case for why the chosen event should be considered as the greatest in US history. Be sure to include ample evidence to support your claim. After the committee has heard all of the options, they will vote on the one to be featured in the TV show.  **Civic Participation Project -** “Government for the people, by the people” demands that we get involved. Choose an issue about which you’re passionate and then design a participation plan that will get your classmates or community involved. Your plan should take into consideration all that you’ve learned about how our government works. For example, if you are passionate about wounded members of the military, you might devise a letter writing campaign to ensure that every service member at one of the state’s Veteran’s hospitals receives an encouraging card or letter. Or perhaps you have heard about a local animal shelter’s impending closure due to a loss of funding. You could come up with a plan to petition the town council to keep the shelter open. Each student should submit a detailed written plan and then deliver a 30 second speech encouraging their classmates to support their plan |